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ABSTRACT

This two-part learning module was designed to acquaint community college instructors with the use of group reality therapy and learning contracts in the promotion of self-awareness and self-determination among high-risk students. Part I discusses the social concept of behavioral change and describes how internal/external counseling can be incorporated within learning groups to reinforce the student's sense of self-control over his/her academic achievement. Included in this section are: (1) a discussion of the criteria necessary for pair and group formations; (2) examples of get-acquainted exercises to be used at the beginning of group activities; (3) criteria for good group leadership; (4) an examination of the psychology of internal and external loci of control; (5) examples of external to internal shift strategies in which student progress is monitored through individualized learning contracts by group peers; and (6) a discussion of instructor attitudes that are essential to group success. Part II presents suggestions for the use of this group therapy in the classroom and provides ground rules for learning groups, criteria for effective behavioral contracts, and strategies for encouraging participation within the group. The module includes pre- and post-tests, exercises, and a bibliography. (JP)

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FROM HERE TO INTERNALITY: A FUNCTION OF LEARNING GROUPS IN THE COMMUNITY COLLEGE CLASSROOM

by

Oscar G. Mink

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FROM HERE TO INTERNALITY:

A FUNCTION OF LEARNING GROUPS IN THE

COMMUNITY COLLEGE CLASSROOM

I. Introduction

Community colleges face an enormous teaching challenge--more formidable than those faced by universities--for they must contend with a greater diversity of students with various ethnic backgrounds, different economic levels, and learning disabilities ranging from poor reading skills to failure identifications. The situation often seems to be virtually hopeless, but there are remedies for the problem that can be carried out by existing staff members in existing facilities. One specific strategy for keeping non-traditional students is using learning groups for behavioral or attitudinal change. This module presents to community college staff members a procedure for organizing learning groups based on the principles of internality therapy. It also offers specific guidelines for the day-to-day management and maintenance of such groups in the environment of a community college.

II. Rationale:

This module is designed to fill a void in community college education. The open door allows students to enter college who cannot function in a traditional classroom setting. Community college instructors and counselors are, for the most part, ill equipped to deal with these students. Some have difficulty understanding why they should deal with high-risk students. The reality is that the average instructor and counselor are all we have to

rely on to turn these students around--to help them become responsible and successful. Here is your chance to get some answers to that old question, "What am I supposed to do with students who (1) don't care, (2) aren't motivated, (3) resent learning?"

PART A: LEARNING THE CONCEPTS

III. KEY CONCEPTS

Internality therapy

high-risk students

group therapy

reality therapy

Rotter's model of social learning

learning contracts

group process

contract

IV. LEARNING OBJECTIVES

After working through this module, the learner will be able to:

1. List the four major conditions of Julian Rotter's model of social learning.
2. Relate the conditions in Rotter's model to the high-risk student.
3. List and describe eight group structures which can be used in a classroom to encourage participation.
4. Describe a good behavioral contract.
5. Define "externality".
6. Define "internality".
7. Demonstrate an awareness of the relationship between Locus of Control and the problems of the high-risk student.
8. Demonstrate a knowledge of the characteristics of a good group leader.

5

PRETEST

1. Circle the major conditions of Julian Rotter's model of social learnings.

   a. A learning situation must exit.

   b. The potential for behavior must exist.

   c. The expectancy that a behavior will be rewarded by a particular reinforcement in a given situation.

   d. The intensity of a reinforcement in that situation.

   e. The value of reinforcement in that situation.

   f. The psychological situation of that behavior-reinforcement sequence.

2. A person who believes that he has control over what happens to him is said to have an internal/external locus of control. (Circle the correct answer).

3. A person who believes that "powerful others" control what happens to him is said to have an (internal/external) locus of control. (Circle the correct answer).

4. Circle items that are characteristic of a good behavioral contract.

   a. It must be concrete.

   b. It must be concise and understandable.

   c. It must be in writing.

   d. The teacher is responsible for enforcing it.

   e. The student is responsible for carrying out its provisions.

   f. The student should be monitored.

   g. It should provide a payoff.

5. Match the type of group structures which encourage participation with their definitions by inserting the number of the correct definition in the blank by the structure.

_____Brainstorming	1. A small circle of individuals discuss a topic and an outer circle of individuals listens; the groups reverse roles for another topic.
_____	
_____Concentric circle	
	2. Spontaneous acting out of a situation by a selected group of individuals.
_____Role Playing	
	3. Expression of thought by thinking in reverse.
_____Phillips 66	
	4. Creative thinking by members of a group for solution to a problem
_____Reverse Thinking	5. A spontaneous method where 6 people view their opinions on a topic for 6 minutes.

6. Circle the factor which should be considered in devising a workable group for group activity in a typical class.

   a. Group purpose

   b. Acquaintenance among the members of the group.

   c. Age of students

   d. Verbal skills

7. Circle rules that are acceptable in a group session.

   a. Occasional use of name calling and abusive language may be disregarded.

   b. There should not be any forbidden topics.

   c. Disciplinary action or retrebution will be made for information revealed in the group.

   d. Attendance is not compulsory.

   e. Members must participate.

8. Assign the appropriate number to the correct sequence of steps of the Reality Therapy Process.

_____Make a value judgment

_____Identify behavior

_____Formulate a plan

_____Follow plan

_____Don't punish

_____Identify consequences

_____Accept no excuses

_____Be personal throughout

Answers to Pretest

1. b,c,e,f

2. internal

3. external

4. a,b,e,f,g 4,1,2,5,3

5. 4 Brainstorming
   1 Concentric Circle
   2 Role Playing
   5 Phillips 66
   3 Reverse Thinking

6. a,c,d,e

7. a,b,e

8. 4,2,5,6,8,3,7,1

   Be personal throughout
   Identify behavior
   Identify consequences
   Make a value judgment
   Formulate a plan
   Follow plan
   Accept no excuses
   Don't punish

A SOCIAL LEARNING CONCEPT OF BEHAVIOR CHANGE

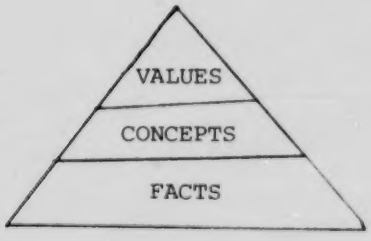
According to Julian Rotter, there are four major conditions for learning: (a) There must be a potential for learning to occur. (b) The learner must believe that his behavior will be consistently reinforced. (c) The reinforcement must be relevant to the situation and valuable to the learner and (d) The psychological situation in which reinforcement occurs must be favorable.[1] Rotter's four major conditions have several specific implications for the instructor.

Condition 1. The potential for learning to occur. The point of this statement may be more clearly stated in the negative: the only organisms that do not "behave" are dead ones. There is no truth in the statement, "John isn't motivated." No matter how seemingly hopeless John may appear to be, behaviorally speaking he can change and grow. Behavior is learned, and what has been learned may be unlearned and relearned.[2] Hopefully community college educators will become confident that students can change and then create the conditions under which students will change.

Condition 2. Consistent reinforcement. The essential point is that every behavioral act has a consequence. This is true both biologically (internally) and environmentally (externally). Further, people learn to expect these payoffs or consequences, but they differ in their beliefs about whether or not they have direct control over them. An individual may believe that luck or "the system" has more effect on his life than any action he takes. These differing beliegs clearly influence behavior.

Condition 3. The relevance and value of the reinforcement. The learner must personally value or assign worth to the reinforcer or learning outcome. For example, if I am a welding student and truly want to become a welder and the terminal or end result of a unit of study is to know how to prepare two pieces for welding by the appropriate use of an electric grinder, then I can value the learning outcome of properly operating the grinder. Recognizing that the learner needs to value the learning outcome, the instructor would choose to focus on facts, concepts, and value(s) important to the learner. Many students need assistance in assigning worth or valuing learning activities and most instructors appear to be unaware of the critical nature of the valuing process in learning. Values are learned and affect the learning process in significant ways. Clearly, if the learner does not value an outcome the behavior change necessary to achieve that outcome is quite likely never to occur. Such is the case with new learners and course outcomes in many of today's classrooms.

THREE TYPES OF LEARNING



Condition 4. Favorable psychological situation. The person trusts or has confidence in the persons and circumstances surrounding the expectancy-behavior-payoff sequence. Every learner has a wide variety of learning experiences, including at least some where college instructors have manipulated payoffs arbitrarily or conditionally through traditional curve grading or downright favoritism. In short, learners justifiably suspect dishonesty in the persons and systems offering educational services. This is particularly true of students with educational deficiencies and ethnic minority status.

The challenge is to help the learner see the relationship between what he is doing and what he is getting out of it and to make the consequence valuable for the learner. The instructor must earn the learner's confidence, as an individual and as a representative of the community college setting within which the learning behavior is to occur. One effective way to fulfill all these aspects is to include students in learning groups. Almost every teacher has at least experimented with groups, but few have any information about how to form and lead groups effectively.

EXERCISE 1

Review Rotter's four conditions for social learning. Can you hypothesize what elements in traditional learning situations might have turned off high-risk students? In what specific ways would your own educational experiences have violated these conditions? Did you ever have a teacher whose payoff system never seemed to reflect what actually went on in class? How many times did a teacher bother to try to make learning seem relevant and worthwhile? Write five aspects of traditional teaching methods that would alienate high-risk students.

Your answer may have included such elements as grading on a curve, professors who deliberately made the course appear difficult (One science professor ran his first test off on the backs of drop slips), no attempt to relate the material to student experience, no alternative learning activities-just lectures, or reward for improvement over the semester.

EXERCISE 2

Consider the three terms-can, want, amd will. Correlate (1) can with ability and academic background; (2) want with traditional concepts of motivation; and (3) will with Rotter's Condition 2 of social learning, the expectancy that a certain behavior leads to a certain payoff or reinforcer. Note that the learner's personal history of getting reinforcement will determine whether or not he will act or attempt to achieve a learning outcome.

Think back over your elementary and secondary school years. What good recollections do you have? Negative memories? Identify a negative experience from your past and describe how it has affected your learning during your adult years. Discuss your findings with a colleague. How did your or how could you overcome the residual effects of this negative experience?

Building a Group

Forming pairs. Friendships are necessary among group participants if they are to develop confidence in the learning situation. The counselor should encourage the students to pair off, to make friends, to develop trust, warmth, and personal responsibility. But they must not be allowed to dabble in amateur psychiatry: no minding probing or "mind reading." Rogers suggests that group counseling is safer and more effective than individual counseling in increasing learning and that personal growth and groups obviously offer a better chance for making friends and finding "helping relationships."[3]

People communicate in many ways. Besides employing verbal communication most people use body language--posture, position, muscle tone, voice tone, dress, eye movement, and eye contract. When people pick up distortion in any dialogue, it usually means that the words are saying one thing and the body another. The communicator is sending a double message. An example is the "peace demonstrator" who screams "No more violence" while jabbing the air with his clenched fist. Another is the classic comic reaction to the question "Are you nervous?", a jumpy, quavering "no". The challenge for learning group leaders is to create a psychological situation in which people will not send double messages, but will communicate honestly. Honest communication saves both time and energy.

The development of friendships is often especially difficult for the person who lacks self-confidence. He is afraid that he will not be liked--he suspects that his inner feelings are socially unattractive--so he suppresses them when he talks. His verbal communications often do not match his physical

demeanor, his facial expressions, or even the timbre of his voice--he sends a double message. Repeated exchanges of double messages discourage trust, jeopardize a possible friendship, and further undermine the student's self-confidence. The instructor-counselor must convince the members of the group that honest self-disclosure will break the cycle of double messages and lay the foundation for trust and friendship.

To establish positive conditions for making friends, a learning group leader should help individuals cut through what Eric Berne calls games[4], by being honest with each other, by focusing on the"here and now," rather than the past. Any learning group will be effective only to the extent that the leader can replace old learnings--games, habits, and failure patterns--with an open and honest communication so that each group member can form a vital and open friendship with at least one other person in the group.

Exercise 3

a. Speculate on why forming pairs is particularly important for high-risk learners. Consider such aspects as the high-risk student's age, experience with education, attitudes about himself, and the human need for belonging.

b. Describe are example of a double message. An example might be a friend's saying that nothing is the matter while here eyes are downcast, her shoulders are drooping, and she is wringing her hands. Have you ever asked a child what he has been doing and been suspicious when he said "nothing?" Why were you suspicious?

a. You could have included the older student's special problems--a full-time job, a long hiatus from studying--or such anxieties as a history of failure, a low self image, a suspicion of authority figures or the alienation high-risk learners feel in a strange environment where they are often designated as inferior.

b. There is no one correct answer here, since you are writing down impressions.

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[5] A high positive correlation exists between Witkin's concept of field dependence (social group and surrounding environment) and externally oriented students. The practical application of this finding is again the need to work with the "high-risk learner" in intimate or close support groups built around significant pairs.

Group climate. After each person in a group has at least one friend, trust and interpersonal attraction (positive feeling for each other) emerge as qualities for further effective group work. Trust is developed mostly by just being together and following the ground rules of honesty, self-disclosure, and "here and now" thinking. For example, if someone says to you, "John, will you have lunch with me?", you would reply, "Yes" or "No" or "Maybe Tuesday", but not, "I've really been busy lately" or "Do you like tomatoe soup?". The

latter process is sometimes called "faulting", and it generally contributes to the deterioration of growth-enhancing relations--especially trust. This is important because internalized behavioral change will probably occur only in a person who experiences a climate of trust and who is confronted with dissonance-producing data or feedback from a trusted person. (You must develop a trusting relationship with a student and the confront the behavior that you want to change.) Confrontation without trust will lead either to conformity if the group leader has power; or to "flight or fight" behavior if the group leader has no power. Both are undesireable. Trust without confrontation usually leads to identity relationships but not necessarily to internalized change.[6] For example, suppose you want to change a destructive, irresponsible behavior in a student--way, a lackadaisical attitude toward class attendance--and you confront a student with the consequences of his behavior before building a trusting relationship ("Your excuses are not acceptable. Your absences are your own responsibility, and if you continue to miss class, you will fail the course.") Depending on your power , or lack of it, the student may conform because of the threat of failure or he may fight back by becoming belligerant. On the other hand, if you build trust and fail to confront destructive or unacceptable behavior, your student will love you, perhaps even change his behavior temporarily to please you, but he will not change internally.

Building group cohesiveness becomes essential in a group where learning is stressed. Most instructors leading groups can accomplish this by simply applying everything they have ever learned about making friends. The essentials are simple honesty, consistency, caring and responsibility. In addition, the humanistic psychology movement has produced hundreds of structered exercises which help people make friends and which can be quite useful to a leader once

he becomes experienced and comfortable using them. Such exercises are valuable when used on an as-needed basis, although they are not essential for a helpful group experience. Here are some examples of group building exercises and activities.

Examples of Get-Acquainted Exercises

After groups are formed, perhaps by numbering or alphabetically, according to how many groups you think desirable, the "one" or "A" in each group takes two minutes to describe himself to the others. Vocation, personality traits, hobbies, ambitions--anything that the individual feels comfortable with divulging may be included. As soon as the student has finished his description, each of the other members myst tell one (or two, or three, depending on group size) fact about the speaker.

Have students write responses to such open-ended statements as the following:

1. When I first meet someone new I feel ...
2. When I am the center of attention, I usually react by ...
3. What I like best about new situations is ...
4. Sitting in this group makes me feel...
5. When I am told to write a paragraph or theme, I feel ...
6. The thought of going to college makes me feel ...
7. The thing I love most is ...
8. The thing I hate most is ...

Add others that you think suitable to your situation that deal with other emotions.

Have students share their responses.

Get each student to tell about an early memory--something from as far back as he can remember.

Have participants circle or underline the adjectives in a long varied list which describe them, or have them write ten adjectives that describe them. Then have them share these with the group. If you list the adjectives, make them non-threatening; "lazy" and "stupid" would be poor choices, obviously.

The purpose here is not to get students to reveal their but to get them to feel comfortable in the group, in the college situation, and with you.

It is essential for the instructor to set positive norms within the groups once they are formed. He can do this in party by using sincere compliments, but they should be in a concrete and specific form. For example, "I like your blue scarf," is a specific statement drawn from observation and, more likely than not, believeable; whereas "I think you're beautiful," a rather general and hackneyed one, would be construed as thoughtless flattery and therefore unbelieveable. The second reaction is particularly common if the hearer is one of those persons who sees herself as a failure, for she does not generally feel beautiful or deserving of compliments. It may seem strange to think of compliments as detrimental, but just a few carelessly stated compliments from the leader will undermine his credibility.

There is a special feeling that develops among the members of a group--a kind of belonging that is almost familiar. High-risk students are especially receptive to this kind of "oneness" with a group of people with whom they can

identify. It gives them a sense of belonging that they have probably never had about school.

Exercise 4

1. Why are honesty and relevance so important in groups comprised of high-risk learners?

2. Why is it important that the leader establish trust with a group in which she hopes to change behavior?

---

1. You are trying to overcome the distrust and irrelevance mentioned in Exercise 1 (p. 11).
2. Internalized behavioral change will probably occur only in a person who first trusts and is then confronted.

Group size. Clinical experience suggests caution in determining counseling group size. Age of students, verbal skills, and group purpose must be considered. There is a direct relation between age and group size. Younger students need smaller groups with more opportunity for active participation; however, students who lack verbal skills may need larger groups with more opportunity to withdraw and not participate. With practice instructors may successfully engage a specific class such as math or English as a counseling group. Instructors in the Advancement Studies Program (ASP) at Southeastern Community College, Whiteville, North Carolina, ran very successful problem-solving groups, or learning groups with their entire classes. They ultimately increased the holding power for the full year of ASP to 98% of students enrolled.

Glasser and Iverson describe situations where they worked with 30 to 50 delinquent girls in a group.[7] They held daily meetings of two hours each for an indefinite number of weeks.

The desired speaking time per person is a useful guideline in determining size. For good group experiences, you should allow a minimum of two hours of "air" time per participant. For example, ideally in a class group that meets for a total of 48 hours, (3 hours a week for 16 weeks, which is average for a semester time frame) no more than 24 students should be enrolled. If you can allow only one-fourth of your total class time, six persons to a group is about right (48 hours ÷ 4 = 12 hours of "air time" ÷ 2 hours' "air time" per student = 6 students per group). One hour-long session is better than three twenty-minute sessions.

Homogeneity and heterogeneity. What about mixing students of different

sexes, and skill levels in groups. While there is some disagreement about the advisability of doing so, generally, heterogenity of problems, sex, verbal skills, and intellectual and motor skills enhance functional effectiveness of all groups.

Exercise 5

1. Using the formula on page 20, calculate how many persons you could have in each group in your typical class. Remember to allow two hours of talk time per person.

2. Break one of your classes into traditional categories: sex, age, background, skill level, and any others relevant to your particular area (military-nonmilitary, foreman-assembly-line worker). How can these differences affect group interactions? You may include both good and bad effects.

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1. See page 20 for an example of the formula.
2. Since this answer will vary according to individual situations, there is no answer. However, personal experience has shown that mixed groups including enlisted men and officers in the military creates a hesitancy for honest communication, but makes for lively exchanges and demands for good contracts once a basis of trust is established.

Group Leadership

Counselors and instructors should assume the role of authority. They must control and lead the group, channel communications, and limit disruptive behavior such as individual domination, resistance and violation of group mores. Basic functions of a group leader are to get members to respond, to explain and interpret, to support and encourage positive feelings, and to manage such elements as time, sequence, pacing, starting, stopping, setting and group interaction. Yet, the counselor and instructor need not assume full responsibility for successful group operations. Each group member should become a "peer counselor" and help maintain the group rules. For many students, the peers they can better provide the reinforcements, the motives, and the support crucial to behavioral change, while the counselors remain in charge to supervise the overall process.

Several conditions appear universal and requisite for building positive human relations, and the instructor may find it necessary to discuss these. Certainly, instructors and members must show a sincere and personal interest in one another. Honesty of expression is essential: outward expressions should be congruent with inner feelings. While encouraging and guiding this atmosphere of trust, the leader must be wary of the pitfalls of leadership. He cannot skirt his own feelings for tactical purposes and become maudlin or manipulative, or he may do damage to the group and lose his own credibility. He must at all times consider the effect of individual behavior on the welfare of the group: to know when to curb radical behavior, when to let it run its course. In other words, he must know when to tighten the reins and

when to loosen them, so the group becomes neither rigit nor anarchic. This balance between firmness and flexibility should be free of guile and arrogance, amd the instructor as leader should be willing to discuss his technique of leadership if questioned.

Membership Behavior and Roles

Class members participate actively in problem solving discussions. Good class members adhere to group mores, avoid monopoly of group process, and support, accept, and confront other class members. They assume responsibility for their own behavior, accept group controls, set and pursue responsible goals for personal growth, and obey ground rules. The ground rules may vary, but they usually call for regular attendance and active commitment to remain throughout a session, as well as other behaviors stated or implied in the concepts already outlined.

Counseling groups may begin as member groups (being enrolled or on the roster), but must become reference groups--"This is my group. These are my people. I value their opinions."--where group members base critical decisions on group expectations and reactions as well as on their personal inclinations. Most critical, personal decisions must be referenced in terms of group and leader reaction if the counseling group is to have impact on individual behavior.

When people share their feelings openly with the group, such an event marks a transition to a deeper level of involvement with the group.

A final word on the responsibility of group members: Agreeing to behave in new and specific ways in an essential aspect of group process. Behavioral change does not occur in a vacuum. Whether learned or instinctual, behavior is modified by learning. To be useful, learning must yield rewards for the learner. The group takes on the roles of family, school, and community--a powerful influence with specific goals for specific people. The greatest learning gain will be made by individuals who make and keep agreements or carry out their plans.

Exercise 6

1. List three of the responsibilities of a group leader.

2. List five characteristics of a good group member.

---

1. For example, he gets members to respond, he explains and interprets, and he manages physical elements such as time.
2. They adhere to group mores, do not monopolize the group, accept group controls, support other group members, and set responsible goals for themselves.

Footnotes

[1] J. B. Rotter, M. Seaman, and S. Liverant, "Internal Versus External Control of Reinforcements: A Major Variable in Behavior Theory," Decisions, Values, and Groups, ed. N.F. Washburne (New York: Pergamon Press, 1962, II, 473-516.

[2] Curiously, this concept fits the value system and traditions of our Judaic-Christian heritage regarding the theological concepts of repentance and redemption.

[3] C. R. Rogers, Carl Rogers on Encounter Groups, (New York: Harper and Row, 1970)

[4] E. Berne, Games People Play, (New York: Grove Press, Inc,m 1964).

[5] Witkin, H.A. et al. Psychological Differentiation, (New York: Wiley, 1962).

[6] Peter B. Smith, Report on research associated with the annual sensitivity training program of the Group Relations Training Association, January, 1974 (unpublished manuscript, The University of Sussex, 1974). (Smith can be contacted by writing to the University of Sussex, School of Social Science Arts Building, Falmer, Brighton BN1 9QN, England.)

[7] W. Glasser and N. Iverson, Group Counseling in Reality Therapy (Los Angeles: Reality Press, 1966).

Internal External Counseling (IEC)

One of the persistent problems in community college teaching and counseling relationships is the individual's unwillingness to take initiative in controlling what becomes of him--"My English teacher gave me an incomplete." Students tend to blame lack or the system for their failures. Teachers and counselors must try to help students take responsibility for what happens to them. Many experts stress the importance of the person's believing himself most in control of the events that occur in his life and being responsible for the payoffs and reinforcements he receives. Such a state of mind is called "internal locus of control." as opposed to the "external locus of control" of individuals who believe that outside influences, over which they have little or no control, determine what happens to them.

Responsibility for self as a concept, or perhaps as a world view, fades in modern society. The accumulative effect of numerous forces (the teachings of psychoanalysis; political and economic tendencies to make people dependent on welfare programs, bureaucratic hierarchies, political patronage, authoritarianism in social institutions) undermine the roots of free choice and ultimately of democracy. Community colleges, charged with the responsibility of educating people for a democratic society, tend to instill in students the notion that powerful others, chance, or a deficient social system controls their destinies. Perhaps even more damage is done earlier in the elementary and secondary schools and in similiar social institutions. The current feeling among recipients of services from institutions seems to be one of powerlessness; we apparently stress failure as much as success. The typical school is often operated more

for the convenience of the staff than for the convenience of students. The school virtually forces students into alienation, loneliness, and personal deterioration.

Rotter's construct of control expectancy demonstrates significant relations between external control expectancy and our most serious social probelms (delinquency, school failure, poor mental health, poor work adjustment, failure in manpower development and training programs, alienation, divorce, and drug use).[1] Attempts to facilitate growth towards independence, self-support, self-direction, and contributory citizenship in a complex democracy can succeed only when the society is willing to address the inconsistencies in our social system. Community colleges, by providing counseling for internality, can play an important role in creating "success identities."

E to I Shift Strategies

There have been several studies on altering control expectancies. Although these studies vary considerably in method, all show some success in shifting externally oriented clients towards internality. Conditions were created wherein a student could achieve self-directed success and see the relationship between his behavior and the payoffs. The following is a brief synopsis of the facilitative processes investigated. It stresses the emphasis upon a person taking charge of his or her own life. The principal point is to develop skill at personal problem solving. The objective is for the student to be able to make choices where she has a better than 50-50 chance of succeeding (a probability) as opposed to choices where she has less than a 50-50 chance of succeeding (a possibility). The following example of

counseling for internality is meant to suggest that a good counselor or instructor could apply the above ideas in a school group.

A Composite Model

Student problem area. A community college student reports that she is unable to "get motivated" to do homework. Her records indicate good potential but reflect low performance.

Remedy. The counselor recognized that a supportive social learning group will, if designed properly, enable the student to change her behavior, so such a group was organized. The counselor wanted each student in the group to be aware that the staff was alert to the student's wants and concerned enough to enable her to realize success through her own efforts. The student was viewed as a worthwhile person, and the counselor and the instructor, working with the student to develop a relationship of trust and openness, set learning objectives tied to a payoff that was meaningful to the student. Both staff and student committed themselves to a mutual contract. The instructor helped foster the conditions which enabled the student to gain self-esteem through real achievement.

Students can be given love by a person committed to helping them, but they cannot be given self-esteem. Self-esteem comes from real achievement.[2,3] Many times, when community college staff members and students negotiate a learning contract, the student is handicapped. One of the reasons the student has been involved in a series of failures is because she hasn't developed the requisite skills of problem-solving and mastered the data that are required

to decide whether or not the learning goals are worthwhile. This means the college staff must be skilled in negotiation. Most learning failures occur because students are not skilled at selecting goals which lead to payoffs, and staff members are timid about negotiating for or imposing learning objectives that are pedagogically sound. Failing students are usually in their predicaments because they select learning objectives which they have less than a 50-50 chance of achieving. Students should have "guaranteed success" during the first two weeks of an encounter with a new learning situation. In short, community colleges should practice detailed, compuslory monitoring and involvement with student learning.

The counselor or instructor will not demand anything from the student that he or she is not willing to facilitate through the design of a mutually acceptable learning plan. The student, counselor, and instructors agree to make honest, direct statements to one another about the student's learning efforts and the instructional design. Furthermore, the student and staff members agree to honor negotiated commitments and personal contracts.

Example. Student A meets in a small group of students for two hours, two or three times a week with the instructors and counselor. Discussions concern assorted topics, especially the student's learning progress, associated problems, and feelings. During a group meeting Student A says: "I've been wanting to complete my homework in English composition for a long time and just never seem to get around to it." Student B asks, "Who decides to do your homework, anyway?" The dialogue continues until Student A agrees to complete one assignment and report back to the group at the next meeting. The instructor and student agree to meet after the group session to discuss techniques for

reading a textbook chapter on the topic in question. The group monitors both parties to see that the contract is carried out. If it is not, a new plan is made at the next session. This process is continued until the student succeeds at completing the agreed upon task. Excuses attributing failure to external sources are never accepted by the group. Statements like, "They talked me into going to the movie, and I couldn't get the assignment completed," are always challenged by the group. Internal statements like, "I'll seek tutoring," or "I'll ask my instructor for help," are consistently rewarded. The instructor and counselor and the other group members emphasize a concrete, behaviorally oriented plan of action. In addition, the group works together to aid each student to become more aware of the relationships between his behaviors and the payoffs (both positive and negative). The student is helped to recognize and focus upon the relationships by group questions like: "What did you do?" "What could you have done differently?" "What can you do to manipulate the outcomes of the present problem?" "What can you do to handle a similar problem in the future?" Consistent effort is made to help community college students achieve the insight to see the same data from a new perspective. For example, the student views an assignment either as an oppressive demand from an authority or as an opportunity to gain positive payoff in his own life.

This process has been synthesized by William Glasser. Glasser has encompassed the essential elements in a six-phase process beginning with personal involvement between helpers and helpees (Phase I), moving to a focus upon behavior (Phase II), focusing on the payoff (Phase III), calling for a value judgment--Is that what you want?--(Phase IV), asking for a plan (Phase V), and

providing for follow-up and replanning if necessary (Phase VI).[4,5] See Figure 1 for an illustration of this process.

Figure 1

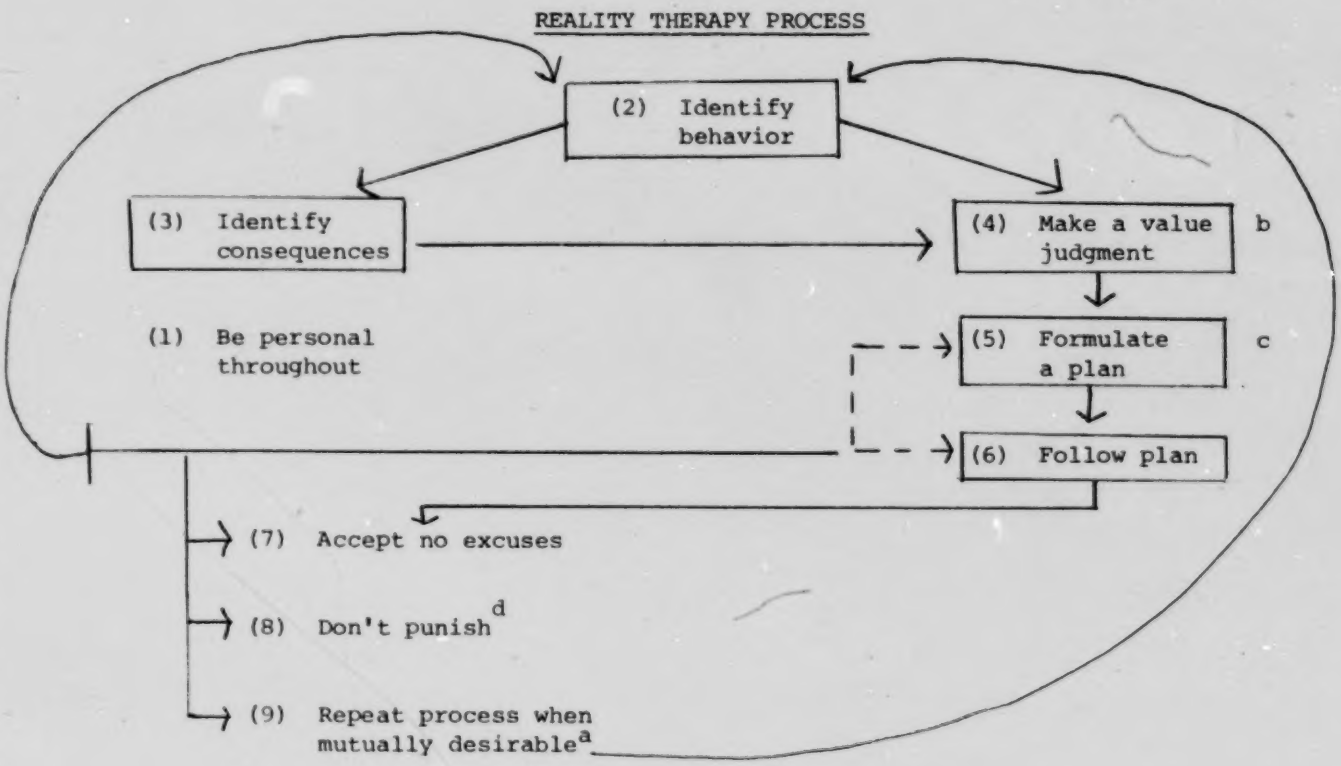

Figure 1. The reality therapy process.

[a]All parties concerned mutually determine the helping relationship. The facilitative process continues or terminates at the option of all concerned persons.

[b]A necessary part of information gathering.

[c]Essential in this step is the process and event of obtaining a contract or commitment.

[d]It is true that sometimes a punishment applied by the teacher or counselor will work. However, punishment is vastly overworked and misused in the lives of failing people in general. It is useless for the longer-term internalization of self-discipline which we seek in developing internal locus of control orientations.

Exercise 7

List the steps in the Reality Therapy Process.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Many community college students identify with failure. They actually pursue failure with the same vigor other students pursue success. The early work of Sears on level of aspiration demonstrated that successes encourage people to develop realistic levels of aspiration. Conversely, people with failures tend to develop unrealistic levels of aspiration and make plans that are either far too difficult to achieve or far too easy to be challenging.

The phenomenon of control expectance relates to academic settings, career planning, and work adjustment. Community college personnel who want to succeed with high risk students must keep in mind these points: (a) Students must have realistic levels of aspirations; (b) Students must see themselves as achievers; (c) Students should expect to succeed; and (d) Students should be provided with life experiences which indicate that they can control the payoffs in life. They are contributing factors to a person's success in academic and vocational training and in subsequent work adjustment.[6] When you are working in the academic setting and concerned with helping students succeed in their programs and work adjustment, we suggest that you influence both the student's belief that he can control his life and his belief that he can succeed.

Hewett, in his "engineered" classroom, has demonstrated the positive effects of putting students in charge of their own lives.[7] To insure more success in programs where students have histories of chronic failure, students should be introduced to all of the inconsistencies and arbitrariness they can expect in the normal classroom. In preparing students for the future, counselors carefully introduce experiences the students will encounter in the future. Before

students go on, interject come confusion for them. Discuss their reactions to the confusion, inconsistency, and arbitratiness of a world full of random payoffs. This prepared, their changes of "making it" have been transformed from possibilities into probabilities.

Skilled community college instructors who (1) emphasize involvement (interpersonal attraction or cohesiveness), (2) focus on behavior and its contingencies (payoffs), (3) facilitate student value judgments and decision making, (4) coordinate plans which would effect changes desired by the student, and (5) establish behavioral contracts, have demonstrated that students experience an increased sense of controlling the payoffs in their lives. When they experience caring and success, most students will attribute to themselves more control over positive and negative reinforcements (payoffs) in their day-to-day lives.

Exercise 8

A. List five instructor attitudes which facilitate student success.

1.

2.

3.

4.

5.

B. Think of a particular student who has a problem with setting goals that are virtually impossible--one, for example, who wants to be a doctor but lacks math and verbal skills and has poor grades on his high school records. What would be one reality with which you could confront that student as he progresses toward accountability.

Answers:
A. See preceding paragraph.
B. For the aspiring medical student, you might simply confront him with the written requirements for a medical school or a pre-med program.

8

A Case in Point

In the Fall of 1974, the student development division of Odessa College became involved in the National Institute of Mental Health study at the University of Texas at Austin to examine the effects of reality counseling on high risk students. Orientation classes at the college were complemented by an additional one hour course in personal development. Reality counseling was used as a principle technique of instruction in each class of fifteen students.

Reality counseling, or reality therapy as termed by Glasser, was chosen as an E to I shift strategy to effect a change from an external orientation to that of an internal functioning capacity for participating students.

The preliminary results from the NIMH study at Odessa College indicated that reality counseling as used in the personal development classes did produce an E to I shift in the externally oriented student.

At the time the structure was being formed to implement the research, it became apparent that a high number of academically suspended students were seeking permission to enroll for the fall term. The fascination of using reality counseling with a group of confirmed failures rather than "high risk" students prompted the admission of 20 students. These students were readmitted after signing a contract to participate in a special project class, Psychology 121, meeting two hours a week for the semester. The class featured two components: reality counseling and occasional activities prompted to give the student a positive association with the college and its personnel.

Using the reality counseling process (See Figure 1 on page 31) behavioral contracts concentrated on class attendance, study habits, and personal problems. Activities included visits to campus facilities such as the museum, the little theatre, the writing and reading labs, and the student union building. Each visit provided closer personal relations between the student and counselor and fostered step one of the reality counseling process.

Of the 21 students participating in the class, 16 completed the class satisfactorily, 3 quit coming to class during the semester, and 2 withdrew.

When grade point averages of the 19 students receiving a grade were compared to the preceding semester in college, significant differences were noted.

Twenty suspended students were admitted to the college during the fall semester of 1975 (no student in the class of 1974 was in the suspended ranks for 1975). Sixteen of the 20 had good attendance records, 1 dropped, and 3 quit coming to class. Of the 16, all but 1 passed the subjects in which they were enrolled.

The NIMH research project at Odessa College has indicated that reality counseling is a viable technique to use in personal or human development classes. But perhaps one of the more important revelations is the message that the encrusted belief in academic suspension policies, in effect, becomes an external barrier to the educational development of students. Academic suspension policies without adequate counseling programs tend to lock and hide the key to the "closed door."

Summary

Helping community college students to develop autonomy (become aware and self-governing), spontaneity (obtain freedom from their past psychic history and external constraints), and problem-solving skills in areas central to their being are desired outcomes in counseling and instruction in both individual and group settings. These qualities help students succeed in enjoying life, giving and getting love, gaining self-esteem, and having fun. Rational decisions and choices made by persons who think and problem-

solve result in behaviors that enhance existence, stimulate self-esteem, promote love, and lead to self-knowledge. There are many "how to's" and "do's" and "don'ts" which will create conditions for problem-solving in counseling and learning groups. Some of these are included in Part B of this module.

Freedom of choice and responsibility are among the foremost values in a learning environment. If community college personnel will design counseling and instruction for the outcomes of student self-awareness and self-dtermination, we will have fewer student failures and more student successes. By focusing upon the student's innate capacities for developing problem-solving skills and self-determined activities with meaningful payoffs, counselors and instructors can contribute to a better social environment.

The main prupose of Part A of this module was to acquaint you with the basic concepts concerning the effectiveness of group counseling for high-risk students. Part B is the practical side of the issue. It contains specific suggestions and exercises for you to use or to adapt. Strategies and techniques for group management and constructing behavioral contracts have also been included.

Footnotes

[1]J. Rotter, "Generalized expectancies for internal vs. external control of reinforcement," Psychological Monographs, 80 (1966), 1-28.

[2]W. Glasser, Schools Without Failure. (New York: Harper and Row, 1969).

[3]P. Sears, "Levels of aspiration in academically successful children," Journal of Abnormal and Social Psychology, 35 (1940), 498-536.

[4]W. Glasser, Reality Therapy (New York: Harper and Row, 1965).

[5]W. Glasser, The Identity Society (New York: Harper and Row, 1972).

[6]M. Tseng, "Locus of control as a determinant of job proficiency, employability, and training satisfaction of vocational rehabilitation clients," Journal of Counseling Psychology, 17 (1970), 487-491.

[7]F. Hewett, The Emotionally Disturbed Child in the Classroom (Boston: Allyn and Bacon, 1968).

[8]This case study, "Behind closed doors: Reality counseling and suspended students," was written by Miles A. Eckert, Dean of Student Development at Odessa College, Odessa, Texas.

PART B: APPLYING THE CONCEPTS

Part B

Now that you are familiar with counseling for internality and using learning groups, you may be wondering what all this has to do with you. You are too busy to take on any more projects, and anyway, what good would it do you or your students? Actually, you can work groups into regular classroom situations. Students can make all sorts of contracts regarding coursework. Groups could make simple contracts with each other, such as "I will come to class every day this week," or a student may negotiate a contract with you to construct an outline for a theme or to read a chapter in a book or to work through a self-paced module by the next class period. Peer groups can be powerful influences. If the student violates his contract and makes an "external" excuse, the group's refusal to accept that excuse is extremely influential. Furthermore, successes are obviously tied to student performance and the student is recognized as successful immediately by his peers and by himself.

How To's

Following are additional suggestions which will help you help others achieve the positive outcomes discussed in Part A.

Here is an instrument that you may want to have students fill out and discuss as a way to get a group started. You can fill it out, too. In fact, you should fill it out.

Self Appraisal[1]

Directions: Circle the digit when comes closest to describing you:

1. How authentic am I? Do I know myself, and am I honest with myself?

1	2	3	4	5	6
Low		Average		High	

2. How expressive am I? Do I communicate clearly to others?

1	2	3	4	5	6
Low		Average		High	

3. How positive am I in my warmth, caring, and respect others?

1	2	3	4	5	6
Low		Average		High	

4. Am I strong enough to be separate, respecting my own needs and feelings?

1	2	3	4	5	6
Low		Average		High	

5. Am I secure enough to let others be separate?

1	2	3	4	5	6
Low		Average		High	

6. How fully can I enter into the private worlds of others, sensing meanings and feelings with no desire to judge, to evaluate, to praise, to criticize, to explain or to alter them?

1	2	3	4	5	6
Low		Average		High	

7. Can I relate so that the others feel me to be in no way a treat and so that they become less fearful of suggestions from others?

1	2	3	4	5	6
Low		Average		High	

8. Do I relate with others as a growing person rather than a rigid one?

1	2	3	4	5	6
Low		Average		High	

9. How clearly is my own self-image one of change, development, growth, emergence?

1	2	3	4	5	6
Low		Average		High	

Membership Ground Rules for Learning
Groups and Group Counseling

1. Certain tenets of civility should be maintained. Name calling and abusive language are not permitted. Occasional slips may be disregarded or reprimanded, but persistent violations will result in expulsion. Physical abuse is strictly forbidden. Only one person should speak at a time. No one is allowed to carry on extraneous activities, such as side conversations or reading.

2. No forbidden topics. Topics need not be personal, but subjects such as sex, marriage, and religion may at times be beneficial to the group's progress.

3. The habit of playing psychologist--mind reading, mental archaeology, delving into the past--should be discouraged.

4. Discuss the concept honesty as "making pertinent information available for problem-solving." Explain the notion of congruence. Get a commitment of honesty from each member.

5. Discuss the concept responsibility as "making and keeping simple agreements." Again get a commitment from each member.

6. No disciplinary action or retribution will be made from information revealed in the gorup. Exception: The group cannot protect illegal activity. Make this point clear at the beginning. This may seem farfetched, but teachers have had students write essays about drug abuse and theft.

7. Attendance is compulsory. Staff members and visitors (if any) are required to attend post-meeting critiques.

8. Members must participate. Such evasions as "I choose not to respond" to a question are unacceptable.

9. Defensive maneuvers are forbidden, such as changing the subject to avoid an issue, filibustering, etc.

10. Arguments of opinion and fact should be distinguished when possible; if opinion, recognize it as so; if fact, try to determine if and settle the issue.

Do's and Don'ts for Learning Group Leaders

1. Often you should allow the group to select the subject to be discussed.

2. Encourage the group to set its own limitations.

3. Generally reflect most questions back to the group.

4. Encourage group members to say what they feel by reflecting feeling back rather than by arguing against them or criticizing. Say something like "It seems to me that you feel cheated (or angry, or manipulated)" rather than "Nobody is trying to cheat you."

5. Maintain an accepting but neutral role, avoiding agreement or disagreement with strong feelings expressed by group members.

6. The leader (or other staff members) should participate, but not too often.

7. The leader (or other staff members) should express true feelings also.

8. With total group assistance, enforce all ground rules. You will be amazed at the way group members keep each other in line.

9. Don't be a lecturer or deliver "sermonettes." This is hard for us teachers, but try!

10. Don't cut off communications by being so defensive that people are afraid to talk to you. Consider personal references as any other material. This requires some skin thickening exercises.

11. Avoid asking individuals direct personal (historical) questions or making strong decisive statements. "You should..." is a no-no.

12. Don't insist upon conclusions to subjects discussed...let it "soak." After all, you want the group members to develop control.

13. Don't criticize group feelings, no matter how much yours differ. This is a challenge for a middle-class teacher working with a group of impoverished, possible bitter, minority students.

14. Don't identify with antisocial or distorted feelings. Simply recognize feelings. A white teacher of native Americans does no good if he agrees that native Americans have been badly treated. It is true, but you want to eradicate the "You can't fight city hall" attitude.

15. Don't allow one or two members to either disrupt or continuously dominate the group. This is a sticky one. You can get around it by having the group set time limits or by saying, "Jim looks as though he wants to add something." Other group members often step in..

16. Don't be an archaeologist or a psychologist. Excursions into past history drain from the "here and now" and inhibit learning. Don't let students dwell on past bad school experiences. Interpretation or mind reading is poor modeling for problem-solving.

17. Don't demand anything from the group members that you aren't willing to do or give yourself. And for heaven's sake, if you contract to help a student or get some material or meet him or her at a specific time, do it!

18. If you have confidence that you have established trust, confront group members by asking the "what " questions; (a) what are you doing?; (b) if you continue what you're doing, what will happen (consequence)?; (c) is that what you want (value judgment)?; (d) do you agree with and are you committed to this plan? Remember, if the plan fails, no excuses, no punishment, repeat (a) through (d).

19. Staff members do not need to discuss their personal lives but could promote trust by revealing themselves--at least a little. These students see you as part of the system, at least at first. If your kid is a nice kid, take him or her to class with you. Mention your spouse, your house, your yard. Be human.

Characteristics of a Good Behavioral Contract

Learning contracts made in the class or group constitute the support arm of the change process. The more they relate to making decisions and formulating behavioral **plans**, the more **effective** they become. If you have established some trust and rapport with the person who wants help with his problem solving, you can sometimes help by posing somewhat pointed self-study questions. Helping a person discover the relation between the payoff or pain he is experiencing as a result of his past decisions and his ability to control subsequent behavior for better payoffs constitutes one of the most difficult and meaningful steps towards helping him to realize his learning needs. Here are some examples of questions asked in Transactional

Analysis:

1. What kind of person are you?
2. What experiences in life led you to be the person that you are?
3. From these experiences, what decisions about your life did you make?
4. Which of these decisions led to the difficulties you are experiencing?
5. In order to be the kind of person you want to be, which decision must you change?
6. Which decision will you change?
7. How will you and I know that you've made these changes? Express in simple behavioral terms.

This process requires skill, patience, thought, and caution, but sometimes sets the stage for behavioral contracting. The instructor, the group, and the person problem solving must make the plans and contracts most likely to be followed and kept.

The question of what should go into a good contract needs to be examined by community college staff and students alike. There are some ground rules. For example, a contract:

1. Must be concrete. What the behavior is going to be and when!
2. Includes as few clauses as possible. Every clause tends to weaken communication around the contract. Keep it lean!
3. The student must agree that if the contract is carried out it will take care of his complaint. If not, he dumps the responsibility of his problem in your lap. Precisely where you don't want it.

4. The strongest of all possible contracts is to arrange for the student to be monitored. The student would have knowledge that he is being monitored and would have agreed to the process of monitoring as a part of his learning contract.

5. If the student has broken previous contracts, put this contract in writing.

6. For tough behavior patterns, get the student to put himself in your hands. For example, one student wanted to end a serious (to him) smoking habit. He gave his therapist ten signed checks, agreed to be monitored, and agreed not to smoke. Every time he smoked, one of his checks was made out to the organization he had said he hated worst--the John Birch Society.

7. Never contract what isn't in a person's skill profile. Make a distinction between performance and learning. If learning is involved, make sure the student has the necessary prerequisite for the new step.

8. Make time duration short and material limited.

9. Make the payoff relevant and valuable to the student.

10. Be sure student says he or she really wants the contract and values the proposed outcome.

Learning Activity 1

1. What are some problems or situations typical of your classroom that could be solved by group process? For example, if you are a math teacher, you could use groups to help students overcome math anxiety.

CONTRACT FORMULATION COMPLETION STATEMENTS[2]

1. As a person to myself, I am _____.

2. As a person to others, I am _____.

3. Inside myself, I am troubled by _____.

4. In my relationships with others, I am troubled by _____

_____.

5. When I feel bad, the feeling I most often have is: Anger, Sadness, Fear, Physical Problems, Indifference, Confusion, Up-tightness, Other

_____.

6. To be the person I want to be, I must _____.

7. The change I intend to accomplish in this group is (be specific) _____

_____.

8. The decision which would complete this change is _____

_____

9. I will know I have completed the change when _____

_____.

10. The way I usually stop myself from deciding is _____

_____.

11. I expect the group leader(s) to _____

_____.

By limiting the answers to the above questions to 3 and 5 words, you can quickly identify the information appropriate to a contract.

CONTRACT DEVELOPMENT EXERCISE

Instructions for Contract Exercise

I. The contracts are intended in most cases for the life of your group, but some may involve more extended relationships. Procedures are the following:

A. Contracts with Others

1. You will pair for ten minutes with another person including the group leaders or as individuals.

2. One person of each pair begins by saying that he/she wants one of the other for about four minutes. The other then responds to this "bid" as to whether he/she feels he/she can meet the conditions or needs presented.

3. The pairs then reverse roles and the second person now tells the first what he/she wants. There is one minute to respond.

B. Contract with Self

You are encouraged to also write down what you want from yourself in each of the relationships with the others in the group. You may or may not wish to declare your agreement with yourself to the group members. Disclosure is optional.

C. Contract between Group and Trainers

After you have had a chance to pair with three other persons in the group, including the leader, the group as a whole will convene and the group negotiates a contract with the leader and then the leader with the group. This total contracting should take only about 15 minutes. It too can be continued or renegotiated at later dates.

CONTRACT EXERCISE
by
Oscar G. Mink

Name_____

Date_____

Contract Areas	GROUP MEMBERS		
	Name:	Name:	Name:
What I want from him or her			
What he or she wants from me			
What I want from myself in this relationship			
Impressions			

Contract Criteria

Indicate whether the contract meets the following criteria by checking "yes" or "no" by each item. Under each item write the portion of the contract or otherwise describe the rationale for your assessment.

	YES	NO
1. Stated in here and now.	____	____
2. Stated in positive terms.	____	____
3. Written in one sentence	____	____
4. State in first person.	____	____
5. Clearly stated behavior.	____	____
6. Written so that an eight-year-old child could understand it.	____	____

Learning Activity 2

A. Choose one of your classes to work with. If you have no classes for some reason, assume that you have a class with enrollment of 28 which meets on Tuesdays and Thursdays for one hour and twenty minutes for one semester. (18 weeks) The class is made up of male and females, high-risk students of various races, ages and background. The one thing they seem to have in common is a history of failure in the education system. Their two main collective specific problems are not coming to class and not turning in assignments. Your course is individualized, and you have to create a sense of responsibility in these students before they can hope to finish the work.

First, calculate the size of each group if you can devote one hour a week to group activity. (Remember to allow 2 hours "air time" per student.)

Choose a get-acquainted activity for the first group meeting.

Decide how you will form the groups (by letting them choose, by proximity, by numbering off, by putting together the pieces of a puzzle, etc.)

Decide how to present and choose between (if you think it necessary) the two problems.

Decide how to structure learning contract--between students or one-to one between you and a student.

B. Choose one student and work up a sample contract designed to get her to come to class the next class period.

The students breaks her contract with the excuse that her alarm did not go off. How would you challenge her? Formulate two or three specific statements or questions. Example: Why didn't the alarm go off? (Challenge any statements putting blame on the clock.) What could you have done to make sure the alarm went off? What can you do to cope with this problem in the future? Will you do something? What specifically. You may wind up getting a new contract in which the student agrees to borrow or buy a working clock by the next class day. Have her bring it to class with her as a monitoring system.

Encouraging Participation

What do you do if you have set up groups and nobody says anything? If there is anything that makes most of us nervous about groups in the classroom, it is the prospect of being confronted with uneasy silence after we invite everyone to participate or with bored silence after the group has become familiar with each other, the process, and you. This section includes some structures that you might try for interest and variety.

CLASSROOM STRUCTURES WHICH ENCOURAGE STUDENT PARTICIPATION

METHOD	DEFINITION	WHEN USED	PREPARATION/PROCEDURE	LIMITATION
Group Discussion.	Opportunity for pooling of ideas, experience, and knowledge.	For majority of meetings because of adaptability to greater group participation	Preplanning to develop discussion outline. Leader encourages every member to participate by guiding the discussion	Practical with not more than twenty persons. Becomes disorganized without careful planning or material to be covered.
Buzz Groups.	Allows for total participation by group members through small cluster of participants, followed by discussion of the entire group.	As a technique to get participation from every individual in the group. Highly adaptable to other group methods.	Prepare one or two questions on the subject to give each group. Divide the members into small clusters of four to six. A leader is chosen to record and report pertinent ideas discussed.	Thought must be given as to the purpose and organization of groups.
Panel Discussion.	A discission in a conversational form among a selected group of persons with a leader, in front of an audience that joins in later.	As a technique to stimulate interest and thinking, and to provoke better discussion.	The leader plans with the four to eight members of the panel. The panel discusses informally without any set speeches. The leader then opens the discussion to the summarizes.	Can get off beam; personality of speakers may overshadow content; vocal speaker can monopolize program.

METHOD	DEFINITION	WHEN USED	PREPARATION/PROCEDURE	LIMITATION
Symposium Discussion.	A discussion in which the topic is broken into its various phases; each part is presented by an expert or person well informed on that particular phase, in a brief, concise speech.	When specific information is desired.	Leader meets with the three or four members of the symposium and plans outline. Participants are introduced and reports to proper symposium members, leader summarizes.	Can get off beam; personality of speakers may overshadow content; vocal speaker can monopolize program.
Debate Discussion.	A pro and con discussion of a controversial issue. Objective is to convince the audience rather than display skill in attacking the opponent.	In discussing a controversial issue on which there are fairly definite opinions in the group on both sides to bring these differences out into the open in a friendly manner.	Divide the group into sides of pro and con. Each speaker should be limited to a predetermined time followed by rebuttal if desired.	Members are often objective towards the subject.
Experience Discussion.	A small or large group discussion following a report on the main point of a book, article, movie, or life experience.	To present a new point of view or to present issues that will stimulate thought and discussion.	Plan with others participating on how review is to be presented. Then have an open discussion on pertinent issues and points of view as experienced.	Ability of participating members to relate to others and motivate thinking.

METHOD	DEFINITION	WHEN USED	PREPARATION/PROCEDURE	LIMITATION
Concentric Circle.	A small circle of group members form within the larger circle. The inner circle discusses a topic while the role of the outside circle is to listen. The discussion is then reversed.	As a technique to stimulate interest and to provoke good discussion. This is especially good to get more response from a group that is slow in participating.	Leader and planning group work out questions that will be discussed by the concentric circle and then by the larger circle.	Much thought and preparation must be given to the questions for discussion. Room and moveable chairs needed.
Reaction Sheet.	A method of reacting to ideas in the following ways: Ideas that you question; Ideas that are new to you; Ideas that really "hit home".	As a way to get the group to react. Combine this with other methods.	Prepare topic and reaction sheets. Explain and distribute reaction sheets with the instructions to write as they listen, watch, or read. Follow with group discussion.	Topic should be somewhat controversial.
Phillips 66.	This is a spontaneous method where six people view their opinions on a topic for six minutes.	To add spice and variety to methods or presentations.	Define topic of discussion. Count off six people and allow six minutes for discussion. Allow for group discussion or reassignment of six people.	Must be used somewhat flexibly.

METHOD	DEFINITION	WHEN USED	PREPARATION/PROCEDURE	LIMITATION
Reverse Thinking.	Expression of thought by thinking in reverse.	To gain an insight into others' feelings and to see another point of view.	Prepare topic-explain to group the theory of reverse thinking. Combine with other methods.	A challente to group members.
Role Playing.	The spontaneous acting out of a situation or an incident by selected members of the group.	As the basis of developing clearer insights into the forces in a situation which facilitate or block good human relations	Choose an appropriate situation or problem. Have the group define the roles--the general characteristics to be represented by each player. Enact the scene. Observe and discuss such things as specific behavior, underlying forces, or emotional reactions.	Group leaders must be skilled so that actors will play their roles seriously, without self-consciousness.
Picture Making.	A way of bringing out ideas or principles on a topic by means or simple illustrations made by group members on the blackboard or large chart paper.	As a technique to stimulate interest, thinking, and participation.	Leader and members of planning group select general principles or questions on the topic which would be suitable to illustrate. Leader divides the group into four or five sub-groups. Each sub-group is given a statement or problem to illustrate. After completing the picture making, each group shows and explains the picture. This is followed by discussion.	Instruction must be clear as to the value of picture making and adequate materials supplied.

METHOD	DEFINITION	WHEN USED	PREPARATION/PROCEDURE	LIMITATION
Brain Storming.	Technique in creative thinking in which group members storm a problem with their brains.	To get new ideas, and release individual potentialities in thinking up ideas.	Leader and members of planning group select suitable problems or questions on the topic selected by the entire group. Procedure: The leader explains to the group the meaning of brain-storming and the following rules: Judicial (critical) judgments ruled out. Criticism to be applied later. Quantity of ideas wanted. The more ideas the better chance of good ones. Free shweling welcomed. The wilder the idea the better; it's easier to tame them down than to pump them up. Hitchhiking is legitimate. If you can improve on someone else's ideas, so much the better. Leader rings bell when one of the above rules is violated. Recorder lists the ideas. Follow-up--type list and bring to next meeting to give to members.	To be utilized as only a part of a class.

Footnotes

[1] After Carl Rogers, "The Characteristics of a Helping Relationship" in On Becoming A Person (Boston: Houghton Mifflin, 1961)

[2] Adapted from William H. Holloway and Martha M. Holloway, Change Now! (1973), p. 20.

[3] Berquist, W. H., and S. R. Phillips. A Handbook for Faculty Development. Dansville, New York: Dansville Press, Inc., 1973, Vol. I, pp. 118-121.

POST TEST

1. Circle the major conditions of Julian Rotter's model of social learnings.

   a. A learning situation must exist.

   b. The potential for behavior must exist.

   c. The expectancy that a behavior will be rewarded by a particular reinforcement in a given situation.

   d. The intensity of reinforcement in that situation.

   e. The value of reinforcement in that situation.

   f. The psychological situation of that behavior-reinforcement sequence.

2. A person who believes that he has control over what happens to him is said to have an internal/external locus on control. (Circle the correct answer).

3. A person who believes that "powerful others" control what happens to him is said to have an (internal/external) locus of control. (Circle the correct answer).

4. Circle items that are characteristic of a good behavioral contract.

   a. It must be concrete.

   b. It must be concise and understandable.

   c. It must be in writing.

   d. The teacher is responsible for enforcing it.

   e. The student is responsible for carrying out its provisions.

   f. The student should be monitored.

   g. It should provide a payoff.

5. Match the type of group structures which encourage participation with their definitions by inserting the number of the correct definition in the blank by the structure.

_____Brainstorming	1. A small circle of individuals discuss a topic and an outer circle of individuals listens; the groups reverse roles for another topic.
_____Concentric circle	2. Spontaneous acting out of a situation by a selected group of individuals.
_____Role Playing	3. Expression of thought by thinking in reverse.
_____Phillips 66	4. Creative thinking by members of a group for solution to a problem.
_____Reverse Thinking	5. A spontaneous method where 6 people view their opinions on a topic for 6 minutes.

6. Circle the factor which should be considered in devising a workable group for group activity in a typical class.

   a. Group purpose

   b. Acquaintenance among the members of the group

   c. Age of students

   d. Verbal skills

7. Circle the rules that are acceptable in a group session.

   a. Occasional use of name calling and abusive language may be disregarded.

   b. There should not be any forbidden topics.

   c. Disciplinary action or retrebution will be made for information revealed in the group.

   d. Attendance is not compulsory.

   e. Members must participate.

8. Assign the appropriate number to the correct sequence of steps of the Reality Therapy Process.

_____Make a value judgment

_____Identify behavior

_____Formulate a plan

_____Follow plan

_____Don't punish

_____Identify consequences

_____Accept no excuses

_____Be personal throughout

Answers to Pretest

1. b,c,e,f

2. internal

3. external

4. a,b,e,f,g 4,1,2,5,3

5. 4 Brainstorming
   1 Concentric Circle
   2 Role Playing
   5 Phillips 66
   3 Reverse Thinking

6. a,c,d,e

7. a,b,e

8. 4,2,5,6,8,3,7,1

   Be personal throughout
   Identify behavior
   Identif, consequences
   Make a value judgment
   Formulate a plan
   Follow plan
   Accept no excuses
   Don't punish

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